



Nancy S. Grasmick
State Superintendent of Schools

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TO: Members of the Maryland State Board of Education

FROM: Nancy S. Grasmick *Nancy*

DATE: March 28 – 29, 2006

SUBJECT: Baltimore City Public School System:
- 2005 Master Plan Annual Update Resubmission,
- 2006 Systemic Corrective Actions, and
- 2006 Requirements for Schools in Restructuring Implementation

PURPOSE:

- To consider the resubmission of the Baltimore City School System (BCPSS) Master Plan Annual Update.
- To consider directing BCPSS to take new Corrective Actions at the school system level.
- To consider next steps for Baltimore City schools in Restructuring Implementation.

BACKGROUND AND HISTORICAL PERSPECTIVE:

Master Plan Annual Update

In October 2005, BCPSS submitted to the Maryland State Department of Education (MSDE) its Master Plan Annual Update. Following a thorough review of the submission by the Master Plan Review Panel, the State Board voted in December 2005 not to approve the City's submission. BCPSS was subsequently directed to revise and resubmit the Annual Update. In March, BCPSS revised and resubmitted its plan, and an independent Review Panel thoroughly reviewed it. The summary of the findings of the Review Panel includes recommendations for subsequent action for Baltimore City Public Schools as they relate to the Master Plan and the Corrective Actions.

Corrective Action

In July 2003, the Maryland State Board of Education declared BCPSS to be a "System in Corrective Action" and issued six actions that were required of BCPSS because of this status. These actions were, in many cases, not completed or fully implemented. At the January 2006 meeting of the State Board, the Board acted to accept the report from staff on the status of the 2003 corrective actions and to close out those issues. The recommended new Corrective Actions outline the steps ahead that the system must take to remedy continuing systemwide shortfalls in student performance.

Restructuring Implementation

In January 2002, President Bush signed the No Child Left Behind Act of 2001 (NCLB). Section 1116 (b)(8)(B) of this Act, in conjunction with Maryland COMAR 13A.01.04.07.C(3), placed requirements on school systems and schools that are in school improvement status. Maryland had a strong accountability program in place prior to NCLB that identified schools that were performing at very low levels as eligible for reconstitution. NCLB required states like Maryland to transition their accountability programs so that they conformed with the new federal law. Consequently, Maryland schools that had formerly been identified as either in reconstitution or eligible for reconstitution were identified in 2003 as in either Corrective Action or Restructuring Planning, based on their past performance.

Over the past three years, the State Board has approved Alternative Governance Plans for 54 BCPSS schools in Restructuring Planning. Two Alternative Governance models were approved: 1) the Restructuring Implementation Specialist (RIS), the BCPSS adaptation of the "Turnaround Specialist" for the elementary and middle schools, and 2) the BCPSS Blueprint for Neighborhood High Schools. The recommended steps for schools entering Restructuring Implementation are necessarily strong because of their long records of low performance.

EXECUTIVE SUMMARY:

BCPSS is challenged with severe, persistent problems in student achievement. Over the past several years, the City and State have worked together on these problems in many ways, yet serious deficiencies remain. A summary of student achievement and State involvement in BCPSS can be found in *Attachment 1: Introduction to Systemic Corrective Actions and Restructuring Requirements for Baltimore City Public Schools*.

Three vehicles exist under State and federal law for addressing shortfalls in student achievement: the Master Planning process required under Maryland law and two additional vehicles required under federal law and State regulations (the State Board's authority to issue Systemic Corrective Actions and to issue requirements for schools in the Restructuring Implementation phase of the State's school improvement process). To ensure State directives to Baltimore City are consistent and consolidated, the State Board is being asked to review recommended actions through all three of these vehicles.

A detailed description of the Master Plan Review Panel's findings of BCPSS's resubmitted Annual Update and the Panel's recommended actions can be found in *Attachment 2: Report of the Review Panel for the Baltimore City Public School System (BCPSS) Master Plan Resubmission*. Overall, the Review Panel found the resubmission much improved and representative of much hard work on the part of BCPSS. The resubmission does not address

several critical areas, and in many other areas it is so ambitious that it cannot realistically be executed as presented.

The new Corrective Actions for BCPSS recommended by the Department can be found in *Attachment 3: 2006 Systemic Corrective Actions for Baltimore City Public School System*. The actions are intended to improve student achievement by addressing shortfalls in the areas of Instruction, Leadership, School Safety, Low-performing Schools, and High School Graduation & Student Support.

The new requirements for BCPSS schools in Restructuring Implementation recommended by the Department are graduated according to each school's performance and to the length of time the school has been identified for school improvement. The recommended requirements can be found in *Attachment 4: 2006 Tiered Requirements for Baltimore City Public Schools in Restructuring Implementation*.

ACTIONS:

1. Approve the recommendations of the Master Plan Review Panel.
2. Approve the recommended 2006 Systemic Corrective Actions for Baltimore City Public School System.
3. Approve the 2006 Tiered Requirements for Baltimore City Public Schools in Restructuring Implementation.

NSG/lkp

Attachment 1—Introduction to Systemic Corrective Actions and Restructuring Requirements for Baltimore City Public Schools

Attachment 2—Report of the Review Panel for the Baltimore City Public School System (BCPSS) Master Plan Resubmission

Attachment 3—2006 Systemic Corrective Actions for Baltimore City Public School System.

Attachment 4—2006 Tiered Requirements for Baltimore City Public Schools in Restructuring Implementation.

Introduction to Systemic Corrective Actions and Restructuring Requirements for Baltimore City Public Schools



Introduction to Systemic Corrective Actions and Restructuring Requirements for Baltimore City Public Schools

In 1989, the Governor's Commission on School Performance issued a call to action to Maryland educators based on three premises:

- All children can learn.
- All children have the right to attend schools in which they can progress and learn.
- All children shall have a real opportunity to learn equally rigorous content.

For too many children in the Baltimore City Public School System (BCPSS), those three simple, basic premises have been broken promises.

BACKGROUND AND HISTORY

In 1994, the State Board of Education began to identify failing schools and move them through a process of school improvement. These schools were termed “reconstitution-eligible.” That year, two high schools in BCPSS were identified as reconstitution-eligible — Frederick Douglass and Patterson. By 1999, 83 schools in BCPSS had been identified as reconstitution-eligible schools.

With the passage of the No Child Left Behind Act of 2001, the school improvement process took on new structure and terminology. Benchmarks of progress and student achievement — Adequate Yearly Progress (AYP) — are set. Each school and each school system is expected to make AYP in reading and math each year. Under the No Child Left Behind Act, each elementary and middle school is also expected to meet the attendance rate standard, which in Maryland is set at 94%. COMAR 13A.01.04.05(A). Moreover, a high school is expected to meet graduation rate standards, see 20 U.S.C. § 6311(a)(2)(C)(vi), which in Maryland is set at 90%.

If a school does not meet these standards, it is identified as a “school in improvement.” At the most extreme end of the school improvement process is a school in restructuring implementation.¹ When a school reaches this stage, the local school system must develop an alternative governance plan. COMAR 13A.01.04.07(c). Alternative governance options include reopening as a charter school; replacing all or most of the staff; or entering a contract with a third party to operate the school. COMAR 13A.01.04.07. Today, BCPSS has 54 schools in restructuring implementation. Nine more schools are on their way through the restructuring planning process.

In Maryland, high schools face additional achievement requirements. For the freshman class entering in the fall of 2005, in order to receive a high school diploma, a student must pass the Maryland High School Assessments (HSA) in algebra/data analysis, biology, English 2, and government. COMAR 13A.03.02.09(B)(4). Needless to say, the stakes are high for high school students.

¹A school moves from improvement into corrective action if it continues to fail to meet AYP, attendance, or graduation standards. COMAR 13A.01.04.07. A school that, after one year in corrective action, does not meet AYP in reading and math or the attendance or graduation rate standards, becomes a school in restructuring.

Yet, today BCPSS has ten of its high schools in restructuring implementation, two of them are Frederick Douglass and Patterson, the first schools identified in 1994 as reconstitution-eligible. Northwestern High School has been in reconstitution/restructuring since 1996, and Southwestern High School since 1997. **After twelve years, student achievement today in those high schools remains extremely low.**

AYP DATA 2005					
School Name	Subgroup	Reading % Proficient	Math % Proficient	Attendance Rate	Graduation Rate
Frederick Douglass	ALL	15.8	3.5	81.3	64.69
Patterson	ALL	18.5	9.9	81.1	83.20
Northwestern	ALL	21.0	6.6	80.4	77.57
Southwestern	ALL	8.9	1.6	70.3	35.61

Those numbers mean that **students on the average in these high schools are absent 36 days per year.** For Southwestern, those numbers mean that for the freshman class of 2005, **99 students out of a hundred will not pass the HSAs** either because they cannot read proficiently or because they do not understand math concepts.

% PASSING HIGH SCHOOL ASSESSMENT 2005				
School Name	English	Biology	Government	Algebra
Frederick Douglass	15.7	1.4	11.1	4.8
Patterson	15.9	15.7	31.4	10.1
Northwestern	17.8	10.6	20.4	8.8
Southwestern	8.3	3.6	12.8	3.5

In these high schools, with rare exception, 80-90% of the students have failed the HSAs. For these high school students, there is no more time to wait for improvement to occur. **Similarly, the middle schools in BCPSS are in crisis. Twenty of the middle schools are in some phase of restructuring. Fifteen are in restructuring implementation.** Seven of the middle schools (named in the chart on the next page) have been in reconstitution/restructuring for ten or more years.

AYP DATA 2005

School Name	Sub Group	Reading % Proficient	Math % Proficient	Attendance Rate
Calverton	ALL	27.5	4.9	79.4
Chinquapin	ALL	48.1	22.0	93.7
Diggs Johnson	ALL	32.7	17.1	85.4
Hamilton	ALL	37.7	18.0	81.4
William H. Lemmel	ALL	41.3	21.9	92.1
Thurgood Marshall	ALL	23.5	4.3	84.4
Roland Patterson	ALL	27.2	15.9	80.5

These data mean that most of those middle school students will not be prepared for high school, will likely not pass the HSAs, and will not graduate.

Not only are those individual schools in the most extreme stage of the school improvement process, **the whole Baltimore City School System has been a “System in Corrective Action” since July 2003.** COMAR 13A.01.04.08(B). The State Board mandated six corrective actions. They were: (1) conduct a curriculum audit and align BCPSS curriculum; (2) align professional development to curriculum; (3) develop a plan to meet the highly qualified teacher requirement by 2005-2006 school year; (4) enact a principal evaluation system; (5) establish a special district for low-performing middle schools; (6) establish a special district for a pre-kindergarten to grade 12 feeder cluster. **After two years, BCPSS fully implemented only one of the corrective actions — the principal evaluation. Student achievement across the whole system remains the lowest in the State.**

BCPSS 2005 HIGH SCHOOL ASSESSMENT DATA: % PASSING							
English		Biology		Government		Algebra	
BCPSS	State	BCPSS	State	BCPSS	State	BCPSS	State
34.6	57.3	29.3	57.6	43.5	66.4	20.7	53.8

BCPSS 2005 MARYLAND SCHOOL ASSESSMENT DATA: % AT PROFICIENT LEVEL OR HIGHER				
	Reading		Math	
	BCPSS	State	BCPSS	State
Grade 3	61.0	75.9	56.5	76.8
Grade 4	65.0	81.0	53.6	76.5
Grade 5	57.6	74.3	48.5	69.2
Grade 6	45.7	70.3	28.4	60.1
Grade 7	39.7	67.2	18.4	55.4
Grade 8	40.0	66.4	19.5	51.7

These numbers translate into too many children who cannot read or do math with proficiency in BCPSS. **This means more aggressive State action, especially at the middle and high school levels, must occur if students are to have any opportunity to be successful.**

What can this Board do?

Over the course of the last six or seven years, **both federal and state laws have shifted significant responsibilities to the State Education Agency to take the lead to improve local educational programs and student achievement, if a school system cannot do it itself.** It is not just the No Child Left Behind Act, 20 U.S.C. § 6311, that imposes those responsibilities on this State Board, but state law does as well.

The State Board's increased responsibility for school system performance in Maryland arises from the specific powers granted to the State Superintendent of Schools under the state statute mandating the development of Master Plans. The Master Plan process is to be focused on strategies to improve student achievement. Md. Educ. Code Ann. § 5-401(b). State law gives the State Department of Education the responsibility to review each Master Plan and Update to judge whether it will actually have the effect of improving student achievement. *Id.* § 5-401(f) & (i). If a school system fails to demonstrate progress toward improving student achievement and meeting State performance standards, the State Superintendent is empowered to direct the school system to make specific revisions to the Master Plan. *Id.* § 5-401(i).

The power to direct specific revisions to the Master Plan is but one source of authority this Board has to support its actions here today. A second source of authority arises under the School Improvement Process. There are four stages to the School Improvement Process:

1) school in improvement; 2) school in corrective action; 3) school in restructuring/planning; 4) school in restructuring/implementation. At each stage of the School Improvement Process, the school and the local school system are responsible for designing and implementing strategies to improve curricula, teacher quality, and student achievement. If the schools and local systems are not able to do so, this Board has the responsibility to step in. See U.S.C. § 6316(b)(14)(B) and COMAR 13A.01.04.07(D)(8).

A third source of legal authority exists here because BCPSS is a School System in Corrective Action. COMAR 13A.01.04.08. When a school system is in corrective action, the State Board is required by law to direct the system to take specific actions. See 20 U.S.C. § 6316(b)(14)(B) and COMAR 13A.01.04.08(B).

The Department has set forth in regulation the types of corrective actions that are appropriate in these situations. The types of mandatory corrective actions are:

- a) Defer, reduce, or redirect State and federal programmatic and administrative funds including per pupil funding;
- b) Order the local school system to institute and fully implement a new curriculum aligned with the voluntary State curriculum that is based on State and local academic content and achievement standards, including high quality professional development based on scientifically based research;
- c) Order the local school system to replace school principals and executive officers who are relevant to the failure to make AYP with qualified personnel approved by the State Board and the State Superintendent of Schools;
- d) Remove particular schools from the direct control of the local school board and establish alternative arrangements for public governance and supervision of such schools;
- e) Order a reorganization of the local school system as approved by the State Board and the State Superintendent of Schools that groups specified schools under the direct supervision of an executive officer approved by the State Superintendent of Schools who reports directly to the local school superintendent or chief executive officer;
- f) Through court proceedings, appoint a receiver or trustee to administer the affairs of the local school system in place of the superintendent and school board; or
- g) With legislative authorization, abolish or restructure the local school system.

COMAR 13A.01.04.08(B)(3).

In short, there is an abundance of statutory legal authority to support the actions this Board may decide to take here. Moreover, a confluence of those statutory and regulatory provisions presents an opportunity to MSDE staff and this Board to layer together the Master Plan process, the Schools in Improvement Process, and the School System in Corrective Action process, and recommend comprehensive, cohesive, and decisive actions that may begin to fulfill the promise and enforce the belief that:

- 1. **All children in the Baltimore City School System can learn.**
- 2. **All children in the Baltimore City School System have a right to attend schools in which they can progress and learn.**
- 3. **All children in the Baltimore City School System shall have a real opportunity to learn equally rigorous content.**

Report of the Review Panel for the Baltimore City Public School System Master Plan Update Resubmission



Report of the Review Panel for the Baltimore City Public School System (BCPSS) Master Plan Update Resubmission

In exchange for increased, flexible funding for public schools, the Bridge to Excellence in Public Schools Act requires all Maryland school systems to submit to the Maryland State Board of Education a Master Plan that details how the school system will improve the achievement of all students and close achievement gaps. The Act also requires school systems to submit each year a Master Plan Annual Update. An independent Review Panel thoroughly reviews these plans and submits recommendations to the State Superintendent, who shares the plans and her recommendations with the State Board. The State Board ultimately decides whether to approve a school system's Master Plan and/or Annual Update.

Baltimore City has an approved Master Plan. However, its 2005 Annual Update has yet to be approved (see next section). This Report presents the results of the Review Panel's deliberations in terms of its findings and its consensus recommendation to the State Superintendent on the BCPSS 2005 Master Plan Annual Update Resubmission.

What events preceded this report?

October 2005	BCPSS submits its Master Plan Annual Update.
	The Master Plan Review Panel thoroughly reviews the Master Plan Annual Update and recommends that it not be approved.
December 2005	The State Board of Education votes to not approve the Master Plan Annual Update.
	The State Superintendent of Schools outlines the Panel's findings in a letter (Attachment 2A) to BCPSS CEO Bonnie Copeland and directs BCPSS to revise and resubmit its Master Plan Annual Update on March 1, 2006.
March 2006	BCPSS resubmits its Annual Update. The Master Plan Review Panel members (Attachment 2B) conduct their independent review and identify findings and recommendations.

How did the Panel conduct its review?

On March 1, 2006, BCPSS submitted its second 2005 Annual Update. Members of the Review Panel began their independent review of the document on March 2, 2006, and met formally on March 7, 2006, as a panel to identify findings and recommendations. A list of the members can be located in Attachment 2B.

The Review Panel examined the resubmitted Annual Update referencing:

- 1) the December 2, 2005, letter detailing deficiencies in the original 2005 Annual Update submission; and
- 2) the “Guidance on Completing the 2005 Annual Update to the Bridge to Excellence Master Plan.”

Panel membership was expanded beyond the panelists who participated in the review of the original 2005 Annual Update Submission. The additional panelists had specific expertise in school improvement and school system administration, as well as content expertise.

What was the Review Panel’s overall impression of the BCPSS Resubmitted Annual Update?

The Review Panel wishes to acknowledge that BCPSS’s resubmitted Annual Update represents an extraordinary amount of work on the part of BCPSS. The resubmission addresses most of the areas of concern noted in the December 2 letter to Dr. Copeland, and it is better organized, now taking the form of an action plan that allows BCPSS more flexibility in format and content. The Review Panel also commends BCPSS for including in the resubmission frank discussions of student performance that acknowledge the urgency of the situation.

In its resubmission, BCPSS analyzed student performance and past actions and strategies delineated in Master Plan II and the 2003 approved Corrective Action Plan. That BCPSS analysis required 110 pages and did not represent a superficial or cursory effort. Based on the analysis done, BCPSS then enumerated on 317 more pages the actions and strategies that needed to be undertaken. BCPSS was primarily concerned with resolving student performance and staffing problems that have developed over a period of time. **The Review Panel carefully weighed the analyses done by BCPSS and concluded that the breadth of actions and strategies suggested would require resource capacity beyond what could be expected of any school system anywhere. Thus, while acknowledging the hard work that was done to create this resubmitted 2005 Master Plan Update, the Review Panel cannot recommend its approval.**

What were the Panel’s findings?

Overall

1. **The resubmission is a significant improvement over the first submission.** BCPSS conducted a thoughtful, thorough analysis of student performance and past actions and strategies, then used this analysis to draft new actions and strategies aimed at improving long-standing staffing problems and deficiencies in achievement.
2. **Nearly 48% of the strategies and actions proposed and agreed to by BCPSS in previous documents have been either not implemented fully or not implemented at all.**

3. **The additional actions and strategies proposed in the resubmission are unrealistic in light of the fact that the school system has been unable to fully implement strategies in the past.**
4. **Critical actions and strategies reflected a “research, plan, develop” approach rather than an “implement, modify, and refine” approach.** The Review Panel was deeply concerned with the amount of time that a “research, plan, develop” approach would take and what it would mean for quality student learning. It is noted, however, that the resubmission represented a thoughtful approach to curriculum issues.
5. **The plan needs to identify specific timelines for the implementation of actions and strategies and assign positions, rather than names, that are responsible for the implementation as well as have measurable benchmarks to evaluate implementation and effectiveness.**
6. **The strategy proposed by BCPSS to close schools that have been in restructuring implementation for more than three years and have not made satisfactory progress toward AYP was not clear.** Several key questions were not answered: What are the specific plans that would be put forward for schools? What does BCPSS consider “satisfactory progress toward meeting AYP”? Beyond the act of school closure, how are the instructional needs of students going to be met? What happens to staff?

Organization

7. **The plan lacks a comprehensive leadership development program** directed at the training of future school and central office administrators.
8. **The current “area academic office” structure decentralizes decision making,** which seems to have adversely affected the system’s ability to effectively plan and implement programs with consistency and fidelity.
9. **There continues to be a lack of specific actions that will occur at the school level.** The resubmission was better organized and included an honest discussion of student performance data. It was often difficult to determine what specific, school-based actions were going to occur. With nearly half of BCPSS schools identified for School Improvement, Corrective Action, or Restructuring, and with the achievement barriers that continue to stand in the way of students receiving special education, it is critical to define the actions that will be taken at the school level.

Instruction

10. **The actions and strategies proposed to address the lack of highly qualified teachers are not sufficient.** Problems in this area include:
 - **Overemphasizing recruitment while underemphasizing retention in addressing the dearth of highly qualified staff.** BCPSS should adopt practices used with success in other Maryland school systems for the retention of existing highly qualified teachers.
 - **Placing an unrealistic professional development burden on core subject teachers.** BCPSS has the highest percentage of core academic

subject classes not taught by highly qualified teachers in Maryland. The resubmission proposes that teachers in grades kindergarten through 3 participate in professional development reading, math, social studies, science, differentiated instruction, behavior management, and more. For instance, the resubmitted Annual Update does not address how long these teachers would be out of their classrooms, and overestimates the number of new techniques that staff can absorb and implement.

- **Lacking a system-wide effort to schedule those teachers that are highly qualified into their areas of qualification and reduce the number of out-of-field teaching placements.**
11. **BCPSS continues to lack core programs in grades 4 through 8 in both reading and mathematics.** Since other school systems in Maryland have aligned curricula with supplemental materials of instruction and with the benchmarks needed to measure student progress, the Review Panel recommends that BCPSS collaborate with these systems to bring immediate strength and alignment to its curricula and enable the immediate implementation of effective curricula for the 2006-2007 school year.
 12. **In addition to reading and mathematics, BCPSS has not aligned all other K-8 curricula to the Voluntary State Curriculum.** At a minimum the Panel was concerned about the NCLB requirement for science assessment in 2007. BCPSS students will be disadvantaged without an aligned K-8 science curriculum.
 13. **BCPSS has not completed the alignment for the High School Assessments subject areas.** The 9th grade class that entered Maryland Public Schools in fall 2005 must pass the High School Assessments. If the alignment is not completed immediately, another entering class will not have the full benefits of aligned curricula.
 14. **The plan does not address serious deficiencies in the Career Technology Education program** in the areas of professional development, staffing, accountability, and instructional technology.

School Safety and Climate

15. **The plan does not address several issues supporting school safety, including:**
 - Implementing comprehensive violence prevention strategies.
 - Assigning responsibility at the central office level for maintaining and verifying student records.
 - Establishing a comprehensive method of mutual communication among parents, the community, schools, and the central office.
16. **Climate surveys are being used in many schools, but there is no evidence of assistance to schools** on the analysis and interpretation of school climate data and how it may be used in school improvement efforts.

17. **It was unclear how trained and fully staffed student services teams would be established in each school and how they would function.** Student services teams would help fulfill the COMAR mandate that all students have access to a coordinated program of student services that includes counseling, health services, school psychology, and pupil personnel.

High School Graduation and Student Support

18. **BCPSS lacks a tracking process to monitor and inform counselors, teachers, students, and staff of each student not passing a High School Assessment.** Further, the process should inform students and parents of requirements needed to obtain their high school degree.
19. **The plan did not address how all high school counselors would be trained in the Maryland Graduation Requirements** ensuring that students would be properly advised on what they need to graduate.
20. **BCPSS is using an MSDE non-approved credit-recovery program; thus, students enrolled in this program cannot receive credits toward their diplomas, which they believe they are earning.** Such programs will consume student and staff time, drain fiscal resources, and not award a single graduation credit to a student. BCPSS must use credit-awarding, credit-recovery programs so that the BCPSS high school students can earn diplomas like their counterparts in the rest of Maryland.

Technical Reviews

21. **BCPSS did not address its failure to notify parents of students in Title I schools when a student's class is taught for four weeks or more by a teacher who is not highly qualified.** This concern, identified in the December 2 letter to BCPSS, was not addressed in the resubmission.
22. **Two technical errors were found in the resubmission: one in Fine Arts and one in Title I.** Technical reviewers are working with BCPSS to resolve these issues.

SUMMARY

The Review Panel again would like to recognize the time and effort put forth by BCPSS to produce a significantly improved 2005 Annual Update. BCPSS carefully analyzed the current situation and prepared an ambitious set of actions and strategies to improve achievement across the school system.

In fact, these actions and strategies are so ambitious—essentially attempting more than five years' work in just two years—that they exceed the school system's capacity, rendering the resubmission unrealistic and impractical. Although bold actions are required, actions beyond the capacity of BCPSS to implement will only lead to more situations where actions and strategies are not implemented. **Based on its findings, the Review Panel cannot recommend approval of the resubmission.**

However, rather than directing BCPSS to submit a third 2005 Annual Update, the Review Panel recommends the school system be directed to submit a new, two-year Master Plan by October 2006. The new plan would span the 2006–2007 and 2007–2008 school years. The Panel believes that allowing BCPSS time to craft a new strategic plan—one that targets immediate and future needs with defined strategies and timelines—would more effectively and efficiently advance progress in BCPSS than reworking a plan that is not realizing its intended effect. BCPSS already has an approved Master Plan II, and the school system has expressed the desire to significantly revise it. The resubmitted Annual Update would serve as a valuable starting point in the creation of the new, two-year Master Plan. The Review Panel encourages BCPSS to build on the strengths of the resubmission and to use this Report to address the problems identified by the Review Panel.

Several of the findings have special urgency. Critical instruction curricula are missing or incomplete and may not be in place by fall 2006. Moreover, critical training programs are needed.

BCPSS is the only school system in the State of Maryland in Corrective Action. The Review Panel believes that those findings identified as needing urgent and immediate attention must be addressed prior to the beginning of the next school year. This can be achieved through a Corrective Action directive to BCPSS by the State Board of Education.

Therefore, the Review Panel recommends the three actions below:

RECOMMENDED ACTIONS

1. The resubmitted 2005 Master Plan Update by the Baltimore City Public School System is not approved.
2. The Baltimore City Public School System is directed to submit a new Master Plan in October 2006 that covers school years 2006 – 2007 and 2007 – 2008, and that addresses the findings in this Report.
3. Baltimore City is directed to take interim actions to address the urgent findings in this report. These interim actions will take form in the Baltimore City Corrective Actions currently before the State Board.



Nancy S. Grasmick
State Superintendent of Schools

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December 2, 2005

Dr. Bonnie S. Copeland
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
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Dear Dr. Copeland:

I am writing to inform you that based on the review of Baltimore City Public School Systems' (BCPSS') Bridge to Excellence Master Plan II Update, the 2005 Annual Update is **not being recommended for approval**. The purpose of the Annual Update review was to determine if the Master Plan is achieving the intended effects of improving student achievement and increasing progress toward meeting State performance standards.

I. BACKGROUND

On October 17, 2005, members of the 2005 Review Panel¹ began consideration of BCPSS' 2005 Annual Update as required under the *Bridge to Excellence Act*. Two separate reviews were conducted to fulfill two different purposes:

1. The *Content Review* was conducted to determine the sufficiency of the school system's analysis of school and student performance data and the adjustments being made to the Master Plan strategies where areas of concern emerged. This review also determined the extent to which the budget submitted with the 2005 Annual Update was aligned with Master Plan II priorities and whether Corrective Action Plans for School Systems in Corrective Action and Corrective Action Plans for Probationary Status and Persistently Dangerous Schools were being implemented; and finally, if additional reporting requirements, including Facilities to support Prekindergarten and Kindergarten Programs, were addressed.
2. The *Technical Review* conducted by Maryland State Department of Education (MSDE) program managers examined Elementary and Secondary Education Act (ESEA) and Fine Arts programs; programs addressing student groups in Career and Technology Education, Early Learning, Gifted and Talented, and Special Education; and cross-cutting themes including Educational Technology and Education That is Multicultural to ensure compliance with State and federal mandates.

¹ The Panel was comprised of State and local educational experts.

II. REVIEW FINDINGS

The review of the Annual Update began with an analysis of performance data, which revealed persistently low system, school, student, and subgroup performance. Many concerns emerged throughout the review process.

The proposed strategies included in the Annual Update did not correspond with the analysis of the system, school, and student performance data. The 2005 Annual Update was designed to focus school systems on areas of concern and required systems to describe mid-course corrections that would attend to those areas of concern. The use of data to drive adjustments was not evident in BCPSS' Annual Update. Analysis of school and school system performance data conducted by the review panel revealed low system, school, and student performance on student achievement measures for multiple subgroups, ESEA performance goals, and the State High School Assessments. While the examples below are not exhaustive of the issues that emerged, they are illustrative of their magnitude.

- Ninety-five (52 percent) of BCPSS' schools are in improvement status². Fifty-six of those schools are in Restructuring-Implementation, the most extreme phase of school improvement. Many of these schools have been in improvement status for nine or more years.
- Not a single student subgroup met the 2005 Annual Measurable Objective (AMO) of 57.8 percent for middle school reading. White students came closest, with 46.1 percent of students scoring at the proficient level; students receiving special education services and limited English proficient services were farthest from meeting the AMO, with 10.6 percent and 16.2 percent respectively.
- Sixteen and one half percent of all students in the aggregate scored at the proficient level for middle school mathematics; 5.6 percent of students receiving special education services and 15.9 percent of African American students scored at the proficient level.
- Twenty-nine percent of All Students passed the High School Assessment (HSA) in Biology; 41.7 percent passed the Government HSA; 21.8 percent passed the Algebra/Data Analysis HSA. Only 1.2 percent of students receiving special education services passed the Algebra/Data Analysis and Biology HSAs. Further problematic is what these data mean for students who must pass these assessments in order to graduate, a requirement that commences with the 2005-2006 freshman class.

² This information is based only on the number schools in BCPSS required to report Adequate Yearly Progress data under NCLB.

- A review of BCPSS' highly qualified teacher status revealed that the system is not likely to meet the target of all core academic subject classes being taught by highly qualified teachers by 2005-2006. Problematic is the system's response indicating that several strategies designed to address this requirement were not implemented due to lack of resources and that no significant changes to current strategies would be made.
- BCPSS is the only school system in Maryland to have schools designated as persistently dangerous (6) or in probationary status (9) in 2005-2006.
- In 2005, the graduation rate in BCPSS was 58.99 percent—more than 30 percentage points below the State standard (90 percent).
- The dropout rate in BCPSS is 11.69 percent—nearly four times the State standard of 3 percent. Students receiving special education services dropped out at a rate of 17 percent in 2005.

Such results should have prompted sweeping adjustments to strategies, a shift in system priorities, and the addition of new strategies. However, no such adjustments were described in the 2005 Annual Update.

Additionally, the review identified inconsistencies among the needs of the students that emerged in the analysis of performance data, the strategies contained in the BCPSS' 2005 Annual Update, the responses to clarifying questions, and the explanations provided at the November 21, 2005 meeting. Based on the data described above, which did not appear to drive the responses included in the Annual Update, the Review Panel developed a series of "clarifying questions" that sought to elicit more detailed explanations of plans for adjusting strategies to address areas of concern.

Rather than provide more detailed explanations, it appeared to the Review Panel that the BCPSS' responses to clarifying questions included new information that was inconsistent with the information provided in the Annual Update. It was unclear to the Review Panel which set of responses was accurate.

In an attempt to resolve the confusion and inconsistencies, staff of BCPSS was invited to meet with the Review Panel to discuss the clarifying questions in depth and in person. At the conclusion of that face-to-face meeting, the Review Panel found that it had yet another set of information, much of which conflicted with both the Annual Update and the responses to clarifying questions. Examples of what the Review Panel was able to conclude are as follows:

Instruction

- Insufficient evidence was presented that the BCPSS curriculum is aligned with the Voluntary State Curriculum.

- Teachers were not provided printed copies of BCPSS curriculum and essential instructional materials.
- It is unclear whether or not professional development offerings were sufficient to support successful classroom implementation.
- Although BCPSS described a process for identifying instructional strategies to meet student needs, no evidence was provided to suggest that the process is used consistently in practice.
- Despite the pervasive low performance, critical core instructional programs did not exist in all schools. Although various reading interventions were identified, the core program required to successfully drive these interventions was not. Particularly troubling is the absence of a core reading program in the middle school especially when performance data revealed that neither a single subgroup nor all students in the aggregate met the 2005 AMO.

Guidance Services

- Guidance counselors in BCPSS are not provided adequate training to consult with students, teachers, staff, and parents regarding the academic needs of students. BCPSS reported that guidance counselors do not have the skills or knowledge to evaluate transcripts to ensure that students meet graduation requirements.

Dropout Prevention

- BCPSS' dropout rate at 11.69 percent is nearly four times the State standard (3 percent). Still, an adequate dropout prevention program does not exist. While the Twilight School was identified as a strategy to support dropout prevention, it does not meet the requirements of a comprehensive dropout prevention program as it only addresses credit recovery.

Parental Notification

- BCPSS failed to meet federal and State parental notification requirements, which require that parents of children in Title I schools be notified if their child is taught for more than four weeks by a teacher who is not highly qualified. One reason for this failure is that the BCPSS did not provide certification records to building administrators in a timely fashion.

III. NEXT STEPS

1. The 2005 Annual Update must be revised and resubmitted by March 1, 2006.

The development of the revised 2005 Annual Update and its subsequent implementation must occur in collaboration with BCPSS staff and the MSDE Intensive Management and Capacity Improvement Team (IMCIT). Because the revised Annual Update becomes the guiding document for the current and subsequent school years, it must:

- Be based on a thorough analysis of system-wide performance data,
- Identify areas of concern with regard to system-wide performance for each of the federal, State, and local goals, and
- Include specific strategies to address the identified areas of concern with accompanying timelines for implementation.

To ensure that this revised Annual Update reflects the comprehensive needs of the school system and the students it serves, the following must occur:

- Adherence to the *Guidance on Completing the 2005 Annual Update to the Bridge to Excellence Master Plan* (April, 2005).
- Integration into the revised Annual Update of existing efforts to support system, school, and student performance:
 - ✓ The Enhanced Monitoring for Continuous Improvement and Results (EMCIR) Corrective Action Plan,
 - ✓ The court-ordered Implementation Plan,
 - ✓ The 2006 BCPSS-approved Corrective Action Plan for School Systems in Corrective Action under No Child Left Behind (NCLB)³, and
 - ✓ The BCPSS-approved Corrective Action Plan for Probationary Status and Persistently Dangerous Schools.
- A thorough description of the central office support that will be provided to schools in all stages of school improvement.
- A thorough description of the central office support that will be provided to all schools in meeting BCPSS' local goal to establish "a secure, civil, clean, drug-free, and orderly learning environment."

As set forth above, I have ordered specific revisions to the Annual Update. However, revising the Annual Update on paper is but one step in the Bridge to Excellence process. The second and perhaps most important step is its implementation, which is critical to improving student achievement. As became apparent in the Annual Update review process, BCPSS has not implemented the Bridge to Excellence Master Plan II strategies fully or in a timely and sustained fashion.

Therefore, I direct that the revised Annual Update must also include provisions to hire an independent third party, approved by the State Superintendent of Schools, in order to assess the actual implementation of strategies set forth in the revised Annual Update and to evaluate their effectiveness.

2. Outstanding Technical Review issues for *Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies* must be resolved by December 20, 2005.

MSDE program managers have been in contact with local program managers to assist in the resolution of these issues. MSDE program managers continue to be available to

³ The 2006 Corrective Action Plan will be provided to BCPSS in January 2006.

provide guidance. A summary of all unresolved issues is attached to this letter for your convenience.

3. Funding Implications

State formula aid will not be affected at this time. Title I, Part A federal funds will be released on a reimbursable basis once the technical issues are resolved.

IV. CONCLUSION

System, school, and student performance data reveal alarming results. The Master Plan Annual Update process provides school systems with an opportunity to reflect on the practices and approaches to teaching and learning and improve those practices and approaches for the benefit of the children. BCPSS' 2005 Annual Update, as submitted, did not demonstrate how teaching and learning would be improved for each of the 88,401 students who deserve better. The acceptable levels of achievement that a limited number of BCPSS schools have demonstrated must be replicated and advanced in all schools throughout the system.

I have ordered the specific revisions of the Annual Update, pursuant to Education Article §5-401(i)(2), with the intended effect of improving student achievement and increasing progress toward meeting State performance standards. In doing so, I express my own serious concerns about student progress and achievement at all levels and in all areas, particularly:

- In the middle schools, where little or no progress is occurring, but where progress is desperately needed, and
- In the high schools, where graduation and dropout rates are alarming and performance on the HSAs is indefensible. When I consider what these data mean for this year's freshman class if intensive support is not thoughtfully designed and delivered to ensure that they succeed on those assessments and receive their high school diploma, I must act.

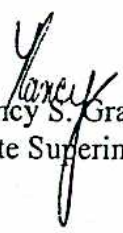
Given that more than half of the schools in Baltimore City are schools in some phase of improvement, particularly middle and high schools, I have emphasized the need to integrate into the revised Annual Update:

- The Enhanced Monitoring for Continuous Improvement and Results (EMCIR) Corrective Action Plan,
- The court-ordered Implementation Plan,
- The BCPSS-approved Corrective Action Plan for School Systems in Corrective Action under No Child Left Behind (NCLB), and
- The BCPSS-approved Corrective Action Plan for Probationary Status and Persistently Dangerous Schools.

It is this Department's goal, given the number of corrective action plans ongoing in BCPSS, that the Annual Update process will produce a cohesive, coherent and unified planning document that can be used to guide the system forward. Achieving that goal will start with an approvable 2005 Annual Update submitted no later than March 1, 2006, aggressively implemented in cooperation with the MSDE IMCIT team with implementation monitored and evaluated by an independent third party.

It is my sincere hope that this approach will lead to improvements in the Baltimore City schools and significant improvements in achievement for every single one of the students depending on it.

Sincerely,



Nancy S. Grasmick
State Superintendent of Schools

NSG: MMM
Attachment

Baltimore City Technical Review Unresolved Issues

Title I Part A

A. Professional Development

The following was taken directly from the Professional Development section.

Non-public Salaries Subtotal (A) \$21,530

Materials and Supplies Subtotal (B) \$8,000

Contracted Services Subtotal (C) \$25,920 – (consultants)

Grand Total: \$51,840

The subtotals of $\$21,530 + \$8,000 = \$29,530$ plus the consultant fee of $\$25,920 = \$55,450$. A corrected calculation is needed.

B. Salaries and Materials

Under Salaries and Materials, the following entries are well explained, but needing calculation corrections:

- Open Court Program - \$146,252 (82 schools at \$1,783 each) = actually \$146,206. Please correct.
- Studio Course Training materials - \$155,829 (156 teachers in middle schools at \$999 per teacher) = actually \$155,844. Please correct.

The following entries still need further specificity:

- \$36,156 for Area 1 training materials
- \$123,400 for Area 3 materials to support professional development program
- \$123,657 for Area 2
- \$42,000 – Training materials for Charter School professional development
- \$1,500 for Yearly Progress PRO training for ISTs

C. Other Charges

The following was taken directly from your entry for Other Charges:

- Area 1: 15 staff members at an estimated cost of \$2,000 each (\$30,305) should equal \$30,000.
- Area 2 and 4: a combined total of approximately 13 staff at an average cost of \$19,000 (\$24,700) should equal \$247,000.

D. Administration

The following was taken directly from Contracted Services under Administration:

Contracted Services	Consultants	▪ Consultants will	\$ 3,655	\$79,613
	Printing – External	provide	13,000	
	Printing – Internal	professional	22,000	
	Advertising	development	15,000	
	Repairs of Equipment	sessions for	2,500	
	Other Professional	schoolwide and	14,433	
	Services: temporary	targeted		
	support for anticipated	assistance	9,025	
	clerical and	programs		
	programmatic needs.			
	Storage			
			Subtotal	
			Contracted	
			Services	
			\$79,613	

More specificity is required for each of the entries. Please revise.

There is a need to revisit all calculations to ensure that the amounts provided are correct.

**Baltimore City Public Schools
Master Plan Annual Update Resubmission**

Review Panel Members & Attendees

Panel Members - External to MSDE	Affiliation
Mary Blakely	Retired Principal from St. Mary's County
Charlene Cooper-Boston	Superintendent of Wicomico County
Barry Gelsinger	Director, State and Federal School Improvement Compliance for Carroll County
Elizabeth Morgan	Superintendent of Washington County
Ronald Thomas	Lecturer, Instructional Leadership and Professional Development at Towson University
Panel Leaders - MSDE	Responsibility
Thomas Rhoades	Director, Office of Comprehensive Planning and School Support and serving as co-facilitator of the Review Panel
Bess Rose	Specialist, Research and Evaluation and serving as co-facilitator of the Review Panel
Kim Bobola	Coordinator, Comprehensive Planning and serving as process observer and recorder
Other MSDE Panel Members	Title/Division or Office
Rosemary Bitzel	Regional Coordinator Division of Career Technology and Adult Learning
Chuck Buckler	Director, Student Services and Alternative Programs Branch Division of Student and School Services
JoAnne Carter	Assistant State Superintendent Division of Student and School Services
Ann Chafin	Director, Program Improvement and Family Support Branch Division of Student and School Services
George Failla	Education Program Specialist Division of Special Education/Early Intervention Services
Donna Gunning	Staff Specialist, Division of Business Services
Elizabeth Kameen	Principal Counsel, Office of Legal Counsel
Kim Lewis	Program Manager, Program Admin. and Staff Development Division of Special Education/Early Intervention Services
John McGinnis	Specialist, Pupil Personnel Division of Student and School Services
Elizabeth Neal	Program Approval Specialist Division of Certification and Accreditation
Jessie Pollack	Education Coordinator, Evaluation and Research Division of Business Services
Fred Prumo	Coordinator, Professional Development (Secondary) Division of Instruction
Pete Singleton	Specialist, Tobacco Prevention and Special Initiatives Division of Student and School Services
John Smeallie	Assistant State Superintendent Division of Certification and Accreditation
Dixie Stack	Director of Curriculum Office of Instruction and Academic Acceleration

ATTACHMENT 2B

Invited Attendees	Affiliation
John Cox	Superintendent's Designee for Extensive Management and Capacity Improvement Team (IMCI) Team
Harry Fogel	Director of Instruction/Student Accountability for Extensive Management and Capacity Improvement Team (IMCI) Team

2006 Systemic Corrective Actions for Baltimore City Public School System



2006 Systemic Corrective Actions for Baltimore City Public School System

In July 2003, the Maryland State Board of Education declared BCPSS to be a “System in Corrective Action” and issued six actions that were required of BCPSS because of this status. These actions were, in many cases, not completed or fully implemented. Because of the persistent concerns about low academic performance in BCPSS schools and continuation of the Corrective Action designation, the State now must issue new corrective action measures. These actions are in five areas: Instruction, Leadership, School Safety, Low-Performing Schools, and High School Graduation and Student Support. These directives are compatible with those issued through the Master Planning process. Some actions assist with capacity building; others enhance the system’s current capacity by bringing in expertise from outside the system.

Instruction

- ✓ Adopt new middle and high school curricula in specified subjects.
- ✓ Hire independent evaluator.

- **By August 2006, BCPSS will adopt and implement two grade 6-8 curricula—reading/English/language arts and mathematics—and four high school curricula—algebra/data analysis, biology, government and English 2.**

This adoption and implementation must include:

- A curriculum with demonstrated success in another Maryland school district,
- The acquisition of sufficient materials of instruction for all students and teachers,
- Appropriate formative and benchmark assessments, and
- Aligned and MSDE approved professional development that provides the teachers with the information necessary to adequately implement the program. *[NOTE: Any other professional development targeted to these educators must align with and support and therefore not interfere with, distract from, or supersede the focus of this professional development.]*

- **BCPSS must hire an independent evaluator to monitor the implementation of the Master Plan.** This work must include attention to the vertical articulation and alignment of existing and new BCPSS curricula. The time period for the evaluator would be from as soon as possible to fill through October 2007. Further, MSDE shall have approval over the RFP before its release.

Leadership

- ✓ Evaluate and, as necessary, replace AAOs relevant to the failure to make AYP.
- ✓ AAO to work with MSDE to customize leadership program.

- **BCPSS is directed to evaluate and, as necessary, replace the Area Academic Officers (AAOs) relevant to the failure to make AYP.** This action must be complete by June 1, 2006
- **By August 2006, AAOs will work with the Divisions of Instruction and Leadership Development at MSDE to design a customized leadership program** for all BCPSS principals in schools at any level of School Improvement to be implemented during the 2006-07 school year.

School Safety

- ✓ Develop training for school staff on improving school safety.
- ✓ Identify students and implement case management.

- **In order to develop a comprehensive training strategy for the school staff that will promote positive student behavior and prevent and/or mitigate violence in schools** with a high incidence of office referrals and/or suspensions, BCPSS must enter into a partnership with Sheppard Pratt Health Systems, Johns Hopkins Center for the Prevention of Youth Violence or a comparable, MSDE approved entity by August 2006.
- **By January 2007, BCPSS will identify students who exhibit chronic, severe, and escalating misbehavior.** BCPSS must implement individual case management for these students.

Low Performing Schools Management Structure

- ✓ Hire two full-time specialists in school improvement.

- **By July 2006, MSDE will have identified and BCPSS will have hired two full-time specialists in school improvement,** reporting to MSDE, whose written job descriptions will establish that they have specific authority to oversee schools in restructuring and that authority includes:
 - Participation on all interview teams for Restructuring Implementation Specialists (RIS).
 - The power to assign or reassign RIS positions to particular schools in order to ensure that all RIS positions are filled and active on the first day that teachers report to school and continue their work through the last day that teachers work in the school year.
 - The power to develop effectiveness measures for RIS to evaluate RIS performance.
 - The power and responsibility for a timely evaluation of the RIS or to direct the timely evaluation of the RIS by the school principal in order to determine whether an RIS is capable and competent.
 - The power to recommend to the CEO the termination expeditiously of an RIS who is found not competent to do the job.

The two school improvement specialists' job descriptions will also set forth that they must:

- Coordinate with MSDE to develop a professional development program that addresses the needs of the RIS, principals, and other staff in low performing schools.
- Design and provide, by November 2006, a professional development activity for RIS that will assist them in their job requirements and will enable them to effectively implement their role.
- Identify all funding sources and other resources received by or available to the low performing schools and produce a plan to maximize the use of those funds.
- Evaluate and monitor Title I schools in restructuring to assure that they are in compliance with all federal and state laws and regulations governing Title I schools.
- If non-compliant areas are identified in a Title I school, establish a compliance plan and schedule and implement it in concert with the Title I and Grants Management offices.
- We also propose that the CEO and the School Commissioners be directed that RIS specialists are to work at the rate (part-time or full-time) that is specified in the approved restructuring plan for each school and that the RISs must be paid from local/state dollars even if state and federal school improvement funds are delayed or not available.

High School Graduation and Student Support

✓ Develop Student Support Plans for students at risk of failing the HSA.

- For the 2006-2007 School Year, the BCPSS is directed to develop Student Support Plans at a minimum for all high school students for whom passing the High School Assessments is a graduation requirement and who have failed or are at risk of failing a High School Assessment. The Student Support Plan must guide targeted instruction and inform students and parents about academic status.

2006 Tiered Requirements for Baltimore City Public Schools in Restructuring Implementation

2006 Tiered Requirements for Baltimore City Public Schools in Restructuring Implementation

1. **The following Schools in Restructuring Implementation made Adequate Yearly Progress (AYP) in 2005.** No additional actions are required of these schools. Our hope is that they will make AYP in 2006 and exit School Improvement Status. Meanwhile, they will continue to operate under their current, MSDE-approved alternative governance structure—the Restructuring Implementation Specialist (RIS), provided the RIS complies with systemwide Corrective Actions.

Schools in Restructuring Implementation Making AYP in 2005

School #	School Name
0050	Abbottston Elementary
0251	Callaway Elementary
0067	Edgewood Elementary
0016	Johnston Square Elementary
0064	Liberty Elementary
0053	Margaret Brent Elementary
0219	Yorkwood Elementary

No
additional
actions
required of
these
schools.

2. **The schools listed below entered School Improvement in 1998 or later. They have not made AYP, but they have made positive gains** in subgroup areas on the MSA. No additional actions are required of these schools. Our hope is that they will continue improving and will make AYP. Meanwhile, they will continue to operate under their current, MSDE-approved alternative governance structure—the Restructuring Implementation Specialist (RIS), provided the RIS complies with systemwide Corrective Actions.

Schools in Improvement Since 1998 or Later AND Making Gains

School #	School Name	Elementary (E), Middle (M), Combined (E/M)
0145	Alexander Hamilton	E
0217	Belmont	E
0239	Benjamin Franklin, Jr.	M
0130	Booker T. Washington	M
0159	Cherry Hill	E/M
0097	Collington Square	E/M
0160	Dr. Carter Godwin Woodson	E/M
0042	Garrison	M
0210	Hazelwood	E/M
0215	Highlandtown	E
0057	Lombard	M
0204	Mary E. Rodman	E
0049	Northeast	M
0089	Rognel Heights	E
0098	Samuel F.B. Morse	E
0255	Southeast Middle	M
0013	Tench Tilghman	E
0080	West Baltimore	M
0209	Winston	M

No
additional
actions
required of
these
schools.

3. **The schools listed below missed AYP in the Special Education category.** They will continue to operate under their current, MSDE-approved alternative governance structure—

the Restructuring Implementation Specialist (RIS)—provided the RIS is in accordance with the newly required system-wide Corrective Actions. **These schools are subject to an additional requirement: The RIS must hold MSDE certification in Special Education and be highly qualified.**

Schools Missing 2005 AYP in Special Education Subgroup Only

School #	School Name
0085	Fort Worthington Elementary
0023	General Wolfe Elementary
0134	Walter P. Carter Elementary

One additional requirement for these schools:
RIS to Hold MSDE Special Education Certification and be Highly Qualified.

4. **The schools listed below are Derivative High Schools**—new, smaller high schools created by the breakup of large neighborhood High Schools in Improvement under the implementation of the Baltimore City High School Blue Print Reform Model. These schools will be closely monitored by MSDE as a clearer picture of their student achievement emerges.

Derivative High Schools (since 2003)

School #	School Name
0420	Dr. Samuel L. Banks
0425	Fairmount Harford
0426	Lake Clifton Ed Complex
0419	Reginald F. Lewis
0424	Thurgood Marshall
0418	W E B Debois

No additional requirements for these schools, but closely monitored by MSDE.

5. **The schools listed below have been in School Improvement at least since 1997.** They will continue to operate under their current, MSDE-approved alternative governance structure—the Restructuring Implementation Specialist (RIS)—provided the RIS is in accordance with the newly required system-wide Corrective Actions. **The schools identified with asterisks demonstrated little to no improvement in mathematics on the MSA, and are therefore subject to an additional requirement: The RIS must hold MSDE certification in mathematics and be highly qualified.**

Schools Entering School Improvement in 1997 or Earlier

School #	School Name	Elementary (E), Middle (M), Combined (E/M)
0164	Arundel*	E/M
0246	Beechfield	E
0027	Commodore John Rodgers*	E
0011	Eutaw-Marshburn	E
0214	Guilford	E/M
0138	Harriet Tubman	E
0229	Holabird*	E
0225	Westport Academy*	E

One additional requirement for asterisked schools:
RIS to Hold MSDE Mathematics Certification and be Highly Qualified.

6. **The following middle schools have been in school improvement beginning in 1997 or earlier.** Achievement is very low, declining, or erratic. Baltimore City Public School

System has the choice of engaging a third-party entity to manage the school or re-opening the school as a public charter school, with the new governance beginning the 2007-2008 school year.

Middle Schools in Improvement Since 1997 or Earlier

0075	Calverton
0046	Chinquapin
0162	Diggs-Johnson
0082	Dr. Roland N. Patterson*
0041	Hamilton
0170	Thurgood Marshall
0079	William H. Lemmel

**Required for
these schools:
Third-Party
Entity or
Become Public
Charter School**
(Baltimore City's
choice)

* Closing (proposed by BCPSS)

7. The high schools listed below have been in improvement since 1997 or before. They are the most serious of schools in improvement. MSDE will begin the RFP process to engage third-party entities to assume governance of the schools beginning the 2007-2008 school year.

High Schools in Improvement since 1997 or Earlier

0450	Frederick Douglass
0401	Northwestern
0405	Patterson
0412	Southwestern High*

**Required for
these schools:
MSDE to
Engage
Third-Party
Entity**

* Closing (proposed by BCPSS)